



UNIVERSITY OF MAINE AT FARMINGTON
COLLEGE OF EDUCATION, HEALTH AND REHABILITATION

LESSON PLAN FORMAT

Teacher's Name: Alison Hutchins **Lesson #:** 5 **Facet:** Self-knowledge **Grade Level:** 9-10
Numbers of Days: 1 **Topic:** English

PART I:

Objectives

Students will contrast the settings and social structures of the time in which the play takes place in order to have a deeper meaning of theme.

Students will know how to use the setting of the play and the social structures of the time to more deeply understand both the characters and the themes.

Students will be able to contrast the setting and structure of society to the modern world.

Product: Glogster

Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment Common Core State Standards

Content Area: English

Grade Level: Grade 9-10

Domain: Reading - Literature

Cluster: Key Ideas and Details

Standard #2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Standard #3: Analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme.

Rationale:

The lesson will focus more closely on how the world that Romeo and Juliet lived in compares and contrasts with the world that the students live in. They will think carefully about how the characters, some of whom are their age, to their lives. To do this they will look closely at the characters and themes in the story.

Assessments

Pre-Assessment: (Lesson 1 only)

Formative (Assessment for Learning)

Section I – checking for understanding during instruction

Students will use the "circle, triangle, square" tactic to show me where they are in their understanding of the relation of the social structures and setting, with the themes and character development.

Section II – timely feedback for products (self, peer, teacher)

Students will be given a rubric to follow while creating their assignment, then grade themselves on their performance. I will consider their personal grading, and use the same rubric to score them.

Summative (Assessment of Learning):

Glogster: generate a Glogster poster that compares and contrasts our time and that of the play,

Integration

Technology:

Students will be using the Glogster website generate a poster that compares and contrasts our time and that of the play.

Content Areas:

History: Students will be learning a lot about the era in which *Romeo and Juliet* lived, continuing in this lesson by learning how social structures effected the character's personalities (especially in regards to love and loyalty).

Music: Student will be learning about Italian music.

Science: Students will be learning about the advances of the age.

Groupings

Section I - Graphic Organizer & Cooperative Learning used during instruction

I will be using a Venn Diagram for students to work out how their time compares and contrasts to Romeo and Juliet's. Their cooperative learning will put students into pairs.

Section II – Groups and Roles for Product

The students will be put into pairs to put together their venn diagrams, and share their ideas on the bigger diagram at the front of the room.

Differentiated Instruction

MI Strategies

(Verbal): The assignment related to this lesson requires a group of students to generate a Glogster poster that compares and contrasts our time and that of the play, the poster will require concise and significant text.

(Visual): The visual learner would be drawn to the very visual aspect of the assignment, there will be a great deal of images involved in comparing the two eras.

(Kinesthetic): Students will be given a short lesson on the dance customs that Romeo and Juliet would have been accustomed to.

(Musical): Students will be required to compare a musical piece from each era.

(Logical): The graphic organizer will help the logical student map out their thoughts before putting it into one piece.

(Interpersonal): The group work will allow the interpersonal students to talk with their peers about their ideas.

(Intrapersonal): The graphic organizer will allow the students to think through their comparisons before sharing their ideas with their group.

Modifications/Accommodations

From IEP's (Individual Education Plan), 504's, ELLIDEP (English Language Learning Instructional Delivery Education Plan) I will review student's IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.

Plan for accommodating absent students:

The notes from the lesson will be available in the class wiki, the worksheets and handouts will be available in the back of the room.

Extensions

Type II technology:

Students will generate a Glogster poster that compares and contrasts our time and that of the play.

Gifted Students: Gifted students will be encourage to delve deeper into their scene.

Materials, Resources and Technology

List all the items you need for the lesson.

Laptops

Projector

Graphic Organizers

Rubrics

Source for Lesson Plan and Research

List all URL and describe.

blogger.com -Students will set up their blog account.

<http://www.eduplace.com/graphicorganizer/pdf/idearake.pdf> -The family graphic organizer. <http://www.sparknotes.com/shakespeare/romeojuliet/characters.html> -Character descriptions. http://en.wikipedia.org/wiki/Characters_in_Romeo_and_Juliet -Character descriptions. <http://www.shakespeare-online.com/plays/characters/capuletsbio.html> -Character biographies. http://www.youtube.com/watch?v=8xg3vE8Ie_E - “Love Story” -Taylor Swift <http://www.youtube.com/watch?v=5CUyWJ7UINM-> “Check Yes, Juliet” -We The Kings

PART II:

Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)

Classroom arrangement: The room will be arranged into sets of two, in order to facilitate students working in pairs for their glogster.

Day One:

- *Hook: Party scene from Baz Luhrman and discussion (20 minutes)*
- *Group work:* Students will get together in pairs to do their Venn Diagrams.(30 minutes)
- *Class Venn Diagram:* As a class we will look at our findings and combine/discuss them.(30 minutes)

(Create an outline. -- Day 1: 80 minutes. How many minutes will it take to do each piece? script the day)

After this lesson, students will understand the importance of looking carefully at literature to find connections to the modern world. They will have to use the skills they’ve been gaining through characterization, and thematic elements. This comparative thinking is really important in several of their classes, and often in the real world. The hook will introduce them to the world created by Baz Luhrman- the characters and many elements of the play modernized, but the language left in its original form. This will allow students to think about the comparisons to our world.

Where, Why, What, Hook MI Tailor's: Verbal, Logical, Visual, Interpersonal, Intrapersonal.

Students will know how to use the setting of the play and the social structures of the time to more deeply understand both the characters and the themes. They will put into practice their knowledge of the themes and character elements of the piece through carefully analyzing works that are based on it. The work on the glog will allow the students to really express their ideas about these comparisons, and therefore explore them more deeply.

Equip, Explore, Rethink, and MI Tailor's: Verbal, Logical, Visual, Interpersonal, and Intrapersonal.

Students will be able to will be able to contrast the setting and structure of society to the modern world. They will be looking at how the pieces they are viewing compare to the original play. Through this, they will develop and understanding of the key thematic and character elements that make a “Romeo and Juliet story” a “Romeo and Juliet story.” They will be given their rubrics in advance, and I will be circulating to help them revise and refine their work.

Explore, Experience, Rethink, Revise, Refine, and MI Tailor's: Verbal, Logical, Visual, Kinesthetic, Musical, Interpersonal, Intrapersonal, and Naturalist.

Students will be evaluated using rubrics to assess their pair glogs. I will use the same rubric, taking their answers into consideration. The students will be given this chance to show me they’re comfortable with the ideas before reaching the final lesson and assessment.

Evaluate, Tailors: Interpersonal, verbal

Content Notes

Students will know.....

The thematic and character elements of *Romeo and Juliet* (learned in previous lessons).
How to compare and contrast pieces of literature.

Handouts

Venn diagram.

Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale

Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Learning Styles

Clipboard: Clipboard students will appreciate the clear directions that go along with this assignment.

Microscope: The microscope student will enjoy being able to really analyze the pieces in question.

Puppy: The puppy student will appreciate being able to work in comfortable pairs for the assignment.

Beach Ball: The beach ball student will love being able to create their own glog in their own vision.

Rationale: The group work especially will provide opportunities for all of these learning styles to become engaged. The different aspects of it will give them all opportunities to feel comfortable and excited with what they are learning about the characters.

Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Formative:

Students will use the "circle, triangle, square" tactic to show me where they are in their understanding of the relation of the social structures and setting, with the themes and character development.

Summative:

Glogster: Students will create glogs to show the differences and similarities between our time and theirs.

Rationale: These assessments will both provide students ways to explore the learning, and watch themselves progress. It will also give me ways to check their understanding of the material and give them help with what they do not understand and ways to improve.

Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Content Knowledge: Students will use their already gained knowledge of *Romeo and Juliet* to learn to compare and contrast literature and it's related media.

MLR or CCSS:

Common Core State Standards

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Cluster: Key Ideas and Details

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Standard #3: Analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme.

Facet: Self-knowledge.

Standard 8 - Instructional Strategies. *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

MI Strategies:

(Verbal): *The assignment related to this lesson requires a group of students to generate a Glogster poster that compares and contrasts our time and that of the play, the poster will require concise and significant text.*

(Visual): *The visual learner would be drawn to the very visual aspect of the assignment, there will be a great deal of images involved in comparing the two eras.*

(Kinesthetic): *Students will be given a short lesson on the dance customs that Romeo and Juliet would have been accustomed to.*

(Musical): *Students will be required to compare a musical piece from each era.*

(Logical): *The graphic organizer will help the logical student map out their thoughts before putting it into one piece.*

(Interpersonal): *The group work will allow the interpersonal students to talk with their peers about their ideas.*

(Intrapersonal): *The graphic organizer will allow the students to think through their comparisons before sharing their ideas with their group.*

Type II Technology: Students will generate a Glogster poster that compares and contrasts our time and that of the play, they will be incorporating video and audio to their product.

Rationale:

This lesson incorporates all of the MI's. The technology becomes type two by the students requirement to incorporate visual, digital media into their glogs.

NETS STANDARDS FOR TEACHERS

1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

Rationale: Students will be converting their ideas into a creative, digital work.

2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

Rationale: Students will be able to look into whatever aspect of they would like and convert it to a digital palette.